
Chapter 6

INSTRUCTIONAL MATERIALS AND RESOURCES



This chapter addresses all the resources available for the teaching of social studies, including state-approved, district-selected, and supplemental materials. All instructional materials and resources selected for use in South Carolina schools, and districts should be consistent with the standards and recommendations in this document.

Instructional materials and resources in social studies include

- print resources—books, journals, magazines, newspapers;
- primary sources;
- technological resources—computers, CD-ROM software, on-line resources, audiovisual materials, laser disk programs, distance learning, interactive networks;
- human resources—parents, organizations, authorities in various fields, governmental agencies, meetings;
- physical resources—museums, sites, architecture, parks, archives, libraries, cemeteries; and
- hands-on resources—maps, globes, art, music.

State Adoption of Instructional Materials

The South Carolina State Board of Education adopts a menu of instructional materials and technology resources each year from which districts can select according to local needs. Subject area standards are used in the evaluation of the materials and resources. The kinds of materials that may be funded by the

State were expanded in 1992, when legislation was passed that broadened the definition of instructional materials to cover any

*To be ignorant of what occurred before you
were born is to remain always a child.*

—Cicero

resource that assists in the instructional process, including textbooks. This means that social studies materials may now include items that range from printed material (which may or may not be a text)

to computer software to video series. The legislation also increased the number of materials that may be approved for a discipline from five to an unlimited number, as long as the materials are aligned with the standards and other criteria such as those in Titles I and IX.

Local school districts appoint their own committees to make selections from the state-approved list. However, the adoption process has been revised to allow districts to submit additional materials for review if materials from the list do not fully meet the needs of their students.

Criteria for Selection of Materials and Resources

Instructional materials provide a foundation for a good social studies program since they determine to a great extent the social studies that students encounter. They make social studies come alive and relevant for students. For this reason, the writing team recommends the use of primary sources as much as possible in the classroom. Primary sources also allow students to examine actual evidence and draw their own inferences.

In addition to examining materials for alignment to the standards, the following criteria may be helpful in evaluating materials and resources. Effective resources should

- support curriculum standards;
- be accurate and credible;
- be appropriate for the student's developmental level;
- be appropriate for diverse student populations;
- stimulate student inquiry and exploration;
- promote critical thinking and responding;
- teach social studies process skills in the context of the activities;
- allow students to work as individuals and as groups;
- focus on hands-on investigations of historic, geographic, governmental, and economic information;
- make use of materials and information that is available in the student's own locale;
- facilitate integration with other subject areas;
- include methods for assessing student learning; and
- help prepare students for living their lives as good citizens and meeting the demands of the workplace.

The American Historical Association has also recommended guidelines for the preparation, evaluation, and selection of history textbooks. These recommendations include the following criteria:

- **Factual coverage.** History textbooks cannot cover every historical fact (individual, event, or document), so the principles and criteria for selections should be clearly identified. Information must be balanced, up-to-date, based on current historical research, and reflect wider global perspectives.
- **Historical habits of mind.** Adequate history textbooks actively encourage the development of appropriate

historical habits of mind beyond memorization. Textbooks should encourage critical thinking; should include or be compatible with primary sources (so that students can gain skill in assessing different kinds of data, judge potential bias, and build arguments from various pieces of evidence); should promote the capacity to analyze change over time; and generally should promote active learning by raising issues and varying the types of information provided.

Instructional Technology

Social studies as a field of study has been significantly affected by computer networks and technological resources available in schools today. Technology allows immediate access to primary sources and to the most up-to-date documents and data from across the world. Teachers should submit these materials to the same rigorous evaluation criteria as other instructional materials.

Critical questions for teachers to ask in selecting instructional technology resources include

- Does the material enhance and support the standards?
- Is the information current?
- Is the source credible?
- Is the content accurate?
- Is the information presented in a logical and objective manner?
- Is the resource suitable for the intended audience?
- Are adequate operating instructions provided, and is the product designed for easy use?
- Is hardware available to operate the material (software) under consideration?
- Do the instructional benefits justify the cost?

Since the relevance of many sources for social studies does depend on the recency of the information, this is an ideal field for students to learn and practice the technological skills that are becoming almost indispensable in every classroom. These opportunities should be available for every student.

Technology resources can provide practice in skills and expand the sources available to students. The ability to use a variety of sources; to analyze and interpret data and documents; to draw conclusions based on evidence; and to evaluate information and take a position can all be enhanced through the use of technology.

Teachers should be as selective with software and technology as they are with other materials and activities they use. Many companies offer preview policies to accommodate the need for appropriate and careful expenditures. Free materials should meet the same standards as those that are purchased.

Internet sites should also be previewed before being recommended to students. Students can be taught to evaluate the information available on the Web.

The following criteria are recommended by the Argus Clearinghouse <<http://www.clearinghouse.net/ratings.html>> and may be used to rate Internet resources:

- Level of Resource Description: Descriptive information provides users with an objective sense of what the Internet resources cover, including
 - description of the resources' content (ranging from keywords to abstracts);
 - description of the traffic levels, level of moderation, features (e.g., digests) for mailing lists and Usenet newsgroups;
 - intended audience for the resources;
 - description of the update frequencies for resources;
 - access instructions for the resources; and

- technical performance levels of the resources (i.e., a server is frequently down).
- Level of Resource Evaluation: Evaluative information provides users with a subjective sense of the quality of the Internet resources, including
 - quality of the content of resources (e.g., discussion in mailing lists and Usenet newsgroups, information in a Web site);
 - assessment of the resources' usability (e.g., document layout, readability, appropriate use of graphics, organization); and
 - authority (e.g., reliability) of resource authors.
- Guide Design: Quality guides balance aesthetics with usability:
 - images (Are images attractive? Do they support ease of navigation? Do they load quickly?);
 - layout (Does the author make appropriate use of headers, mixed font sizes, and white space?); and
 - navigational aids (It is easy to find your way around? Do you have a consistent sense of context or understanding of where you are in the guide at any given time?).
- Guide Organizational Schemes: Guides can be organized in one or more ways, including
 - by subject (e.g., sports can be broken up into soccer, racquetball),
 - by format (e.g., mailing lists, Web sites),
 - by audience (e.g., academic vs. general users),
 - by chronology (for a history guide),
 - by geography (for a guide to a region), and
 - by authors (for a literature guide).

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- Guide Meta-information: Meta-information is information about other information. In this case, meta-information describes the guide itself and may include
 - mission of the guide: why it was created, what it contains, and what it leaves out;
 - how the guide was researched and constructed;
 - information about the authors, their professional or institutional affiliations, and their knowledge of or experience with the subject;
 - information on how to contact the author and submit feedback and suggestions; and
 - update frequency.

Supplementary Resources

An education in social studies is a preparation for life. It is the fruit of much labor, and if it is to grow properly, needs nourishment from a range of resources. For the student, the teacher is one resource, the textbook another. But today there is a wealth of other resources available to enrich those two and to make the story of social studies become more real and alive.

In an effort to provide every social studies teacher with examples of sources of materials and activities, the following list has been developed. While this list is not comprehensive, it provides a starting point for social studies professionals to locate resources. These nonprofit organizations are divided into national and state levels. Those at the state level may be statewide, or they may be local but serve a statewide audience. They are not categorized by disciplines among the social studies since many offer interdisciplinary resources, and interdisciplinary teaching is recommended in these standards. **Addresses, telephone numbers, and Web sites were correct at the time this document was written.** Although we have not attempted to list all of them,

professional organizations within the specific disciplines often provide excellent resources for teachers; for example, the Organization for American Historians publishes the *OAH Magazine of History*, which includes background information and lesson plans. Also, many commercial vendors provide materials to support and enhance the teaching of social studies. The media specialist in each school can provide catalogs from these companies. Teachers should explore ideas and share findings of other resources they have found particularly helpful.

NATIONAL LEVEL

AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY (AASLH)

530 Church St., Suite 600
Nashville, TN 37219-2325
615-255-2971

<http://www.aaslh.org>

E-mail: aaslh@nashville.net

AASLH offers technical leaflets, books, magazines, workshops, and conferences for educators, historians, museums, and community organizations.

AMERICAN FOLKLIFE CENTER

101 Independence Ave., SE
Library of Congress
Washington, DC 20540-4610
202-707-5510

<http://lcweb.loc.gov/folklife/>

The Center offers a range of interdisciplinary resources about traditional ways of life. Its publications and Web site feature teachers' guides to fieldwork in folklife and the use of folklife in the classroom. Its resource directory lists folklife organizations in the United States, Canada, and

Mexico. Actual field recordings of folk music from decades ago are available on the Web site.

ASSOCIATION FOR THE STUDY OF AFRO-AMERICAN
LIFE AND HISTORY

1407 Fourteenth St., NW
Washington, DC 20005
202-667-2822

<http://www.asalh.org>

E-mail: asalh@earthlink.net

The Association offers programs, conferences and publications such as the *Negro History Bulletin* that can be used to support the teaching of African-American history and culture in social studies.

CALIFORNIA DEPARTMENT OF EDUCATION

Curriculum, Instruction, and Assessment Division
721 Capitol Mall
Sacramento, CA 94244
916-445-1260

One of the leaders in social studies education, the California Department of Education offers many publications related to the development of curricula and to the teaching and assessment of history, economics, geography, and other disciplines of social studies.

CENTER FOR CIVIC EDUCATION

5146 Douglas Fir Rd.
Calabasas, CA 91302-1467
818-591-9321
Fax: 818-591-9330

<http://www.civiced.org/>

E-mail: cce@civiced.org

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic

life by citizens committed to values and principles fundamental to American constitutional democracy.

CENTER FOR UNDERSTANDING OUR BUILT
ENVIRONMENT (CUBE)

5328 W. 67th St.
Prairie Village, KS 66208
913-262-0691

<http://www.cubekc.org>

E-mail: ginny@cubekc.org

Bringing together educators with community partners across the nation, CUBE provides interdisciplinary courses, workshops, newsletters, videos, teaching guides, and other resources to help students and teachers appreciate the heritage of their community.

COLORADO COUNCIL ON ECONOMIC EDUCATION

225 E. 16th Ave., Suite 740
Denver, CO 80203
303-832-8480
Fax: 303-832-8474

E-mail: ccee@csn.net

The Colorado Council focuses on improving economic education in grades K–12 and offers teachers conceptual background, teaching strategies, and exemplary materials that include videos, lesson plans, supplementary materials, and simulations.

CONSTITUTIONAL RIGHTS FOUNDATION

601 South Kingsley Dr.
Los Angeles, CA 90005
213-487-5590

E-mail: crfpubs1@aol.com

The Foundation offers publications for teaching government, U.S. history, world history, business, and civic participation/service learning and for teaching students with

special needs. Curriculum units are available with teachers' guides and individual or multiple student copies.

ECONOMICS AMERICA OF MICHIGAN

38505 Country Club Dr., Suite 125
Farmington Hills, MI 48331-3403
248-848-1025

Economics America offers curriculum guides, lesson plans, multimedia programs, videotapes, and guides to national resources on economic education.

ERIC CLEARINGHOUSE FOR SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

Indiana University
2805 East 10th St., Suite 120
Bloomington, IN 47408

http://www.indiana.edu/~ssdc/eric_chess.htm

The Clearinghouse produces the ERIC database, which includes citations to papers, lesson plans, teaching guides, pedagogy, and other education-related topics. It publishes materials such as teaching guides to history and ERIC digests, which contain brief essays with bibliographies on social studies topics. It also provides reference and referral services for teachers to help search World Wide Web sites, which may include full-text documents and links to other sites.

FREE ENTERPRISE INSTITUTE

9525 Katy Freeway, Suite 303
Houston, TX 77024
713-984-1343

The Institute promotes free enterprise economics education for high school students.

JUNIOR ACHIEVEMENT (JA)

National Headquarters

1 Education Way
Colorado Springs, CO 80906-4477
719-540-8000

<http://www.ja.org>

JA is a nonprofit economic education organization that operates in communities across the nation and in more than one hundred countries worldwide. It offers programs at each grade level from kindergarten through grade twelve designed to provide a fundamental understanding of the American free enterprise system. JA's purpose is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives. At the heart of JA programs are thousands of classroom volunteers from diverse areas of the community and different walks of life who deliver its programs in school classrooms.

LIBRARY OF CONGRESS

National Digital Library Program
Washington, DC 20540-1320
202-707-2235

E-mail: ndlpedu@loc.gov

As the nation's library, the Library of Congress offers a wide range of services. Although its reading rooms are closed to school-aged children, the Library of Congress National Digital Library is now bringing examples of the Library's unique American history collections into schools and classrooms across the country.

On-line programs include the following:

American Memory Collections

<http://memory.loc.gov/>

Documents, films, manuscripts, photographs, and sound recordings tell the story of America's history. Examples include portraits of presidents and first ladies and the

history of African Americans, women, agriculture, and conservation.

The Learning Page

<http://memory.loc.gov/ammem/ndlpedu/index.html>

Education-related help for searching the collections includes "Educators' Programs," "Lesson Ideas," and "Research Tools," and other features regarding events, topics, people, time, and places of American history.

Thomas

<http://thomas.loc.gov>

Full-text searchable legislation and the Congressional Record from the 103d Congress forward, the *Congressional Record Index*, bill summaries, major legislation, full text of the U.S. Constitution and the document titled *How Our Laws Are Made*, by Charles W. Johnson, Parliamentarian of the U.S. House of Representatives.

Copyright

<http://www.loc.gov/copyright/>

Information about the U.S. Copyright Office and the copyright registration process, copyright circulars and form letters, and other copyright-related topics and materials.

LOCIS (Library of Congress Information System)

<telnet://locis.loc.gov>

Catalog of bibliographic records for materials held by the Library of Congress, which also contains summaries, abstracts, chronologies, and status of federal legislation from 1973 forward, copyright registration records, and other databases.

LC Marvel

gopher://marvel.loc.gov

A master gopher list that points to information the social sciences and a variety of fields.

NATIONAL AUDUBON SOCIETY

700 Broadway

New York, NY 10003

212-979-3000

<http://www.audubon.org>

The Audubon Society offers outreach programs and publications that can integrate nature, ecology, and natural history into social studies. It owns and operates the Francis Beidler Forest near Ridgeville, South Carolina.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS
(NCHS)

Department of History

University of California, Los Angeles

6339 Bunche Hall

405 Hilgard Ave.

Los Angeles, CA 90095-1473

310-825-4702

Fax: 310-267-2103

<http://www.sscnet.ucla.edu/nchs/>

NCHS publishes a two-volume book of resources to be used with the teaching of U.S. and world history and a guide, *Lessons from History*, that helps teachers concentrate on the major events and ideas from each period of history.

NATIONAL CONFERENCE of STATE HISTORIC
PRESERVATION OFFICERS (NCSHPO)

444 North Capitol St., NW, Suite 342

Washington, DC 20001

202-624-5465

Fax: 202-624-5419

<http://www.sso.org/ncshpo/>

The NCSHPO is the professional association of the government officials in each state who carry out the national historic preservation program as delegates of the Secretary of the Interior. In this role the NCSHPO acts as a clearinghouse for the information about historic places, archaeology, architecture, and education programs that is available through the historic preservation organizations in the individual states.

NATIONAL COUNCIL FOR ECONOMIC EDUCATION

1140 Avenue of the Americas
New York, NY 10036

<http://www.economicsamerica.org>

With its network of affiliated state councils, this organization works with school systems to develop curricula for teaching basic economics in elementary and secondary schools. It publishes *A Framework for Teaching Basic Economic Concepts*, with scope and sequence guidelines for grades K–12, and has also produced *Virtual Economics: A User's Guide*, a CD-ROM project designed to teach students how economics can help them throughout their lives.

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION (NCGE)

16-A Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705
412-357-6290

<http://www.ncge.org>

The NCGE supports the teaching and learning of geography themes, concepts, and skills. It offers a catalog of resources for teaching at all levels, including lesson plans and activities, software, publications, and map sources.

NATIONAL COUNCIL FOR HISTORY EDUCATION (NCHE)

26915 Westwood Rd., Suite B-2

Westlake, OH 44145

440-835-1295

<http://www.history.org/nche/>

This nonprofit corporation is dedicated to promoting the importance of history in school and society. It offers a range of publications, conferences, and workshops that are produced by classroom teachers, curriculum specialists, and academic historians. NCHE's publications include *Building a History Curriculum: Guidelines for Teaching History in Schools*; *Building a United States History Curriculum*; and *Building a World History Curriculum*.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

3501 Newark St., NW
Washington, DC 20016
202-966-7840

<http://www.ncss.org>

NCSS is the largest association in the United States that is devoted solely to social studies education. It provides its members with research assistance; textbooks, lesson plans, and other teaching resources; and information about curriculum, assessment, professional development opportunities, conferences, and much more. NCSS monitors government legislation and sends publications to its members.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)

1100 Pennsylvania Ave., NW
Washington, DC 20506
202-606-8387

<http://www.neh.gov>

E-mail: rcanevali@neh.fed.us

A federal grant-making agency promoting the humanities, the NEH supports a variety of projects in social studies, including summer institutes, development of curriculum materials, and partnerships among schools, museums, and

universities. A special focus is to help teachers use new electronic technologies to enhance education.

NATIONAL GEOGRAPHIC SOCIETY

1145 17th St., NW
Washington, DC 20036-4688
800-368-2728

<http://magma.nationalgeographic.com/education/index.cfm>

The National Geographic Society publishes materials in a variety of formats to support all levels of social studies, as well as sponsoring the annual National Geographic Bee. Its Web site features sections called "Lesson Plans," "Teacher Community," "Teacher Store," and "Maps & Geography." It also offers teachers free e-mail updates.

NATIONAL HISTORY EDUCATION NETWORK (NHEN)

Department of History
Baker Hall
Carnegie Mellon University
Pittsburgh, PA 15213-3890

<http://hss.cmu.edu/nhen/default.asp>

NHEN serves as a clearinghouse for information about the educational programs of its members. It offers resource directories and a newsletter with descriptions of materials (magazines, videos, lesson plans) and professional opportunities for teachers such as conferences, workshops, summer institutes, and fellowships.

NATIONAL PARK SERVICE, U.S. DEPARTMENT OF THE INTERIOR

P.O. Box 37127, Suite 250
Washington, DE 20013-7127
202-343-9536

<http://www.cr.nps.gov/nr/twhp/home.html>

The National Park Service offers a variety of programs to improve the teaching of social studies.

Teaching with Historic Places (TwHP), a cooperative program between the Park Service and the National Trust for Historic Preservation, provides lesson plans, kits, and technical assistance for developing lessons about places in each community. The materials integrate instruction across a range of disciplines through site-specific lesson plans. These encourage students to develop historical knowledge and critical thinking skills and to delve into historical resources in their own communities. Some of the publications feature South Carolina, such as *When Rice Was King*, which focuses on Georgetown County and specifically on Chicora Wood Plantation on the Pee Dee River.

Many of the Teaching with Historic Places lesson plans are available free of charge on the Web; for more information on those not yet posted, contact TwHP. Other products include *How to Teach with Historic Places: A Technical Assistance Sourcebook* and *A Curriculum Framework for Professional Development and Training*. Such products examine how to relate historic places to the curriculum and suggest instructional strategies and partnership.

The Technical Assistance Sourcebook and the *Curriculum Framework* may be ordered from the National Trust for Historic Preservation (see address and phone number below).

National Parks as Classrooms and the *National Parks' American Treasures* are materials that help teachers and students learn about national parks in South Carolina and the nation and help them prepare for national park visits. To order, contact the nearest national park.

Discover Our Shared Heritage is a series of publications consisting of travel itineraries that explore the nation's past by visiting places that embody major aspects of American

history. The itineraries offer self-guided tours of historical sites, essays, maps, photographs, and descriptions of each place's significance in American history as well its architecture and culture. These publications may be ordered from the National Park Service or from National Conference of State Historic Preservation Officers (see addresses and phone numbers above).

NATIONAL TRUST FOR HISTORIC PRESERVATION

1785 Massachusetts Ave.

Washington, DC 20036

202-588-6000

<http://www.nthp.org>

As the national organization representing the private sector of historic preservation, the National Trust provides teachers and students with many resources, including regional offices, information on historic sites, and community-based programs such as Main Street. Its variety of publications serves educators, students, preservationists, and the general public. In South Carolina, the National Trust may be accessed at

Southern Regional Office

National Trust for Historic Preservation

456 King St.

Charleston, SC 29403

843-722-8552

ORGANIZATION OF AMERICAN HISTORIANS (OAH)

112 North Bryan St.

Bloomington, Indiana 47448

812-855-7311

<http://www.oah.org>

Serving professionals and teachers in American history, the OAH seeks to promote historical study and research. Its

resources for social studies educators include conferences, teaching networks, and publications such as the *Magazine of History*, which I designed for teachers and provides articles and lesson plans.

POPULATION REFERENCE BUREAU (PRB)

1875 Connecticut Ave., NW, Suite 520

Washington, DC 20009-5728

800-877-9881

<http://www.prb.org>

Providing timely and objective information on U.S. and international population trends and their implications, PRB serves educators, policy-makers, the media, and concerned citizens by offering a broad range of activities that include publications, information services, seminars, and workshops.

SMITHSONIAN INSTITUTION

Smithsonian Office of Education

Arts & Industries Building

Room 1163, MRC 402

Washington, DC 20560

202-357-3229

202-357-3049

<http://www.si.edu/>

Centered on the National Mall in Washington, the Smithsonian Institution is devoted to public education, basic research, and national service in the arts, sciences and history. The largest complex of museums in the world, it publishes the *Smithsonian Resource Guide for Teachers*, a guide to more than 450 educational materials available in all subject areas at the various locations.

Among the Smithsonian's museums and programs are the following:

Anacostia Museum
1901 Fort Place, SE
Washington, DC
202-287-3369

<http://www.si.edu/activity/planvis/museums/i-an.htm>

Serves as a national center for exhibitions, research, historical documentation, and educational programming related to African-American history and culture.

Center for Folklife Programs and Cultural Studies
955 L'Enfant Plaza, SW
Washington, DC
202-287-3424

Education specialists and folklife researchers not only provide educators with content and ideas for teaching about cultural diversity but also seek to involve students in learning about their communities. Teacher seminars, kits, media products, and publications are available.

National Air and Space Museum
Education Department
Independence Ave. at 7th St., SW
Washington, DC
202-357-1400

<http://www.si.edu/activity/planvis/museums/i-nasm.htm>

Celebrates flight and the evolution of aviation and space technology. Its resource center offers educational materials.

National Gallery of Art
Dept. of Education Resources
4th St. and Constitution Ave., NW
Washington, DC 20565

202-842-6273

Houses one of the finest collections in the world of examples of western European and American

achievement in painting, sculpture, and graphic arts from the Middle Ages to modern times.

National Museum of African Art
Department of Education
950 Independence Ave., SW
Washington, DC
202-357-4600

<http://www.si.edu/activity/planvis/museums/i-nasm.htm>

Dedicated to the traditional arts of Africa. Outreach programs and resources, including slide sets and videotapes, bring Africa into the classroom.

National Museum of American Art
8th and G Sts., NW
Washington, DC
202-357-3111

<http://www.si.edu/activity/planvis/museums/i-nmaa.htm>

Displays a panorama of American art from the earliest works to those of the present. Teacher resource packets and other materials are available.

National Museum of American History
Constitution Ave. at 14th St., NW
Washington, DC
202-357-1481

<http://www.si.edu/activity/planvis/museums/i-nmah.htm>

Exhibits objects, documents, and multimedia materials that reflect the experiences of the American people. Curriculum kits and other materials are available.

National Museum of the American Indian
George Gustav Heye Center
1 Bowling Green
New York, NY 10004
212-825-6700

<http://www.si.edu/activity/planvis/museums/i-nmai.htm>

Committed to the collection, preservation, study, and exhibition of the cultures and history of the diverse native cultures of the Western Hemisphere. Maintains a Web site for its film and Film and Video Center at http://www.si.edu/nmai_film%2bvideo/. You can also contact the Center at

Film and Video Center
George Gustav Heye Center
National Museum of the American Indian
212-514-3737
Fax: 212-514-3800
E-mail: FVC@ic.si.edu

National Portrait Gallery
8th and F Sts., NW
Washington, DC
202-357-2920

<http://www.si.edu/activity/planvis/museums/i-npg.htm>

Explores U.S. history through portraits of the men and women who created it.

Arthur M. Sackler Gallery
1050 Independence Ave., SW
Washington, DC
202-357-4880

<http://www.si.edu/activity/planvis/museums/i-sga.htm>

Committed to making Asian art accessible to American audiences. Offers newsletter, packets, and other materials for teachers.

UNITED NATIONS CyberSchoolBus
<http://www.un.org/Pubs/CyberSchoolBus>

The UN's CyberSchoolBus, a resource for students and teachers, offers a wealth of materials and information about

the United Nations and the world. Its section called "Curriculum Corner" contains teaching units and in-depth teaching modules for all grades (in French and Spanish as well as English) on such subjects as the environment, the UN, women and politics, and telecommunications. A resource called "Global Trends" has graphs and charts on global matters, and there is "InfoNation," an easy-to-use database with over thirty different fields of information on 185 countries around the globe.

U.S. GEOLOGICAL SURVEY

Information Services
Box 25286
Denver, CO 80225
303-202-4700

<http://www.usgs.gov>

The U.S. Geological Survey offers publications for educators on environment-related issues, information on geologic hazards, state and national geologic maps, topographic maps, posters, and reference lists. The U.S. Geological Survey Library in Reston, Virginia, serves as a special resource for teachers of grades K–12 with a collection of books, videos, software programs, lesson plans, hands-on materials, and activity kits. The library may be accessed on-line at <http://geology.er.usgs.gov/eastern/geocenter.html>.

STATE LEVEL

AVERY RESEARCH CENTER FOR AFRICAN AMERICAN HISTORY AND CULTURE

College of Charleston
125 Bull St.
Charleston, SC 29401-1247
843-953-7609

The Avery Research Center serves as an archive of African-American history and produces on-site school programs, exhibits, workshops, publications, community-based programs, and research projects.

CHARLESTON MUSEUM

360 Meeting St.
Charleston, SC 29403
843-722-2996
Fax: 843-722-1784
<http://www.charlestonmuseum.com/>

The first museum in America, the Charleston Museum—along with its historic houses—preserves and interprets the natural and cultural history of the South Carolina Lowcountry. It offers a variety of discovery experiences and tours for preschool through the eighth grade that are designed to supplement curricula and to emphasize hands-on participation. Subject areas include South Carolina flora and fauna, dinosaurs, archaeology, architecture, and the lifestyles of Native Americans, African Americans, and Americans of European descent.

CHICORA FOUNDATION

P.O. Box 8664
861 Arbutus Drive
Columbia, SC 29202
803-787-6910
<http://chicora.org/>

The Chicora Foundation has brochures, booklets, and curricula packages for classes in social studies and South Carolina history. It also provides speakers for grades two through twelve on topics such as archaeology, Native American history, and African-American history.

COLUMBIA MUSEUM OF ART

P.O. Box 2068
Main and Hampton Sts.
Columbia, SC 29202
803-799-2810
<http://www.colmusart.org/>

By using its extensive collections and other resources, this museum can help educators convey the interdisciplinary nature of social studies in general and, more specifically, help them teach the history of art. Curriculum-based tours, publications, and other offerings have been developed especially for schools.

CONFEDERATION OF SOUTH CAROLINA LOCAL HISTORICAL SOCIETIES

S.C. Dept. of Archives and History
P.O. Box 10999
Columbia, SC 29211
803-734-8595

Provides a directory of all local historical societies in the State as well as conferences.

DISCUS: South Carolina's Virtual Library
South Carolina State Library
1500 Senate St.
P.O. Box 11469
Columbia, SC 29211-1469
803-734-8666
Fax: 803-734-8676
<http://library.scsu.edu/discus.html>

The DISCUS project provides all South Carolinians with access to an electronic library of essential information resources. DISCUS databases can be accessed via computers that are connected to the Internet at participating institutions throughout the State, including all public libraries, public schools, and higher education institutions.

DRAYTON HALL
3380 Ashley River Rd.
Charleston, SC 29414
843-766-0188

<http://www.draytonhall.org>

Owned and operated by the National Trust for Historic Preservation, this eighteenth-century plantation site offers curriculum-based programs and materials for school groups and teachers. Topics include archaeology, plantation life, historic preservation, and architecture. Nature walks interpret the historical relationships between the land and people. The site also offers videotapes, bibliographies, guides to architectural styles, and previsit materials.

HISTORIC BEAUFORT FOUNDATION

P.O. Box 11
801 Bay St.
Beaufort, SC 29901
803-524-6334
Fax: 803-524-6240

E-mail: histbft@hargray.com

The Historic Beaufort Foundation operates the John Mark Verdier House, the Federal-style home that was taken over by Union officers as their headquarters during the Civil War. Serving as the regional historic preservation organization, the Foundation functions as the interpretive center for the history and culture of Beaufort and offer tours for school groups, educational materials, and speakers.

HISTORIC CAMDEN

222 Broad St.
Camden, SC 29020
803-432-9841
Fax: 803-432-3815

Historic Camden is an outdoor museum complex and affiliated area of the National Park Service. It provides

guided tours to many of the areas restored mansions and historic houses, along with public programs and other educational activities related to eighteenth-century life, the Revolutionary War, and the history of Camden and its region.

HISTORIC CHARLESTON FOUNDATION

P.O. Box 1120
40 East Bay St.
Charleston, SC 29402
843-723-1623
Fax: 843- 577-2067

<http://www.historiccharleston.org/>

The Historic Charleston Foundation is a nonprofit organization dedicated to preserving and protecting the historical and architectural heritage of the city of Charleston as well as the history and culture of the Charleston Lowcountry. The Foundation is actively involved in innovative educational and volunteer programs, research, technical and financial assistance programs, and the operation of a reproductions program.

HISTORIC COLUMBIA FOUNDATION

1601 Richland St.
Columbia, SC 29201
803-252-7742

<http://www.columbiasc.net/city/hcfweb.htm>

Offers tours of historic houses and landscapes as well as workshops, lectures, special events, heritage programs, a resource library for research and historic preservation, curriculum supplements, and school tours.

MIDDLETON PLACE FOUNDATION

Ashley River Rd.
Charleston, SC 29414

843-556-6020

<http://www.middletonplace.org/>

The Foundation owns and operates Middleton Place, an eighteenth-century plantation encompassing America's oldest extant formal gardens, the Middleton Place House and the plantation stable yards. Its range of tours and activities focuses on the history of planters and of African Americans, on historic crafts and agricultural skills, and on botany and environmental concerns. The foundation also offers school programs at the Edmondston-Alston House, the antebellum residence of rice planters that is located on the Battery in Charleston.

PALMETTO TRUST FOR HISTORIC PRESERVATION

P.O. Box 12547

Columbia, SC 29211

803-771-6132

<http://palmettoconservation.org/historic/historic.htm>

The Trust is South Carolina's only private, statewide historical preservation organization. It seeks to save endangered historical buildings and is developing educational programs for students and teachers.

PENN CENTER

York W. Bailey Museum

P.O. Box 126

St. Helena Island, SC 29920

843-838-2432

Fax: 843-838-8545

E-mail: Penncent@hargray.com

<http://www.beaufort-sc.com/penn/>

Penn Center is among the oldest and most historically significant African-American cultural and educational institutions in North America. The National Historical Landmark District, on which it is located, features the Penn School, the first freedmen's school, founded in 1862. The

Bailey Museum offers exhibits, tours, and other programs, showing the African connection to the Gullah people of the Sea Islands and presenting traditional ways of life of African Americans in the Lowcountry.

SOUTH CAROLINA BAR/LAW-RELATED EDUCATION

P.O. Box 608

950 Taylor St.

Columbia, SC 29201

803-252-5139

Fax: 803-799-4118

http://www.scbar.org/LRE/lre_home.htm

The South Carolina Bar's Law-Related Education (LRE) Division offers a variety of programs for students and teachers throughout the State. In addition to sponsoring mock trials for high schools, the Division provides teachers with materials and training to integrate LRE activities, strategies, and materials into their classrooms. Each summer, its institutes offer teachers information on such topics as conflict resolution and peer mediation, and it has trainers available to conduct in-service presentations on a variety of topics for schools or school districts. It also maintains the LRE Clearinghouse for teacher use and publishes a newsletter.

SOUTH CAROLINA BUSINESS HALL OF FAME

P.O. Box 532

Columbia, SC 29202

803-252-1974

<http://theweb.badm.sc.edu/ja>

The South Carolina Business Hall of Fame was established in 1985 by Junior Achievement and the *State* newspaper to honor the champions of free enterprise and to present role models in business to young people. Biographies of inductees are available on the Web site. Videos of honorees are available for classroom viewing.

SOUTH CAROLINA CHAMBER EXCELLENCE IN
EDUCATION COUNCIL

South Carolina Chamber of Commerce
1201 Main St., Suite 1810
Columbia, SC 29201
803-799-4601

Each year the Council stages a summer youth camp for high school juniors and seniors to teach them the principles of the American free enterprise system. It also publishes a booklet called *Skills That Work*, which includes employers' expectations, and a teacher's manual called *Strategies for Implementing School-to-Work for Teachers and Schools*.

SOUTH CAROLINA COUNCIL FOR THE SOCIAL STUDIES
(SCCSS)

P.O. Box 11746
Columbia, SC 29211-1746
<http://www.sccss.org>

Affiliated with the National Council for the Social Studies, SCCSS offers its members the chance to share strategies with colleagues, to have access to new resource material, and to keep abreast of the national education scene. Members receive the state publication and can attend the annual conference.

SOUTH CAROLINA COUNCIL ON ECONOMIC
EDUCATION (SCCEE)

University of South Carolina
Darla Moore School of Business
1705 College St., Room 651
Columbia, SC 29208
803-777-8676
Fax: 803-777-8328
<http://scceconed.badm.sc.edu>
E-mail: SCCEE@darla.badm.sc.edu

SCCEE offers programs for teachers in kindergarten through grade twelve to help them give their students a foundation in economics. It also has lesson guides for social studies teachers which include student activities for grades one through five and additional lesson plans for all social studies teachers in the areas of geography, world history, U.S. history, economics, and environmental studies. SCCEE conducts "The Stock Market Game," a simulation in paper and Internet versions.

SOUTH CAROLINA DEPARTMENT OF ARCHIVES AND
HISTORY

8301 Parklane Rd.
Columbia, SC 29223
803-896-6100

<http://www.state.sc.us/scdah>

The Archives has published eight curriculum resources on South Carolina history that is written for middle school students and available on CD-ROM. A ninth packet, *Heritage Education*, is written on the fifth-grade level but has activities suitable for any age group. There is also a coloring book of South Carolina symbols suitable for elementary grades. All of these materials may be purchased at the Archives. Also available are teacher in-services, classroom presentations, tours, and research visits.

SOUTH CAROLINA DEPARTMENT OF NATURAL
RESOURCES (DNR)

P.O. Box 167
1000 Assembly St.
Columbia, SC 29202
803-734-3888
<http://www.dnr.state.sc.us/>
E-mail: steveb@scdnr.state.sc.us

An agency that is active in multidisciplinary education, DNR offers publications, classroom resources, teacher training

programs, summer workshops, and school programs for grades K–12. A guidebook identifies all its programs and services.

**SOUTH CAROLINA DEPARTMENT OF PARKS,
RECREATION, AND TOURISM (PRT)**

1205 Pendleton St.
Columbia, SC 29201
803-734-0156
<http://www.visitorsc.com>

A multifaceted agency, PRT can be useful in many ways to teachers. One of its divisions, the S.C. Park Service, operates over forty parks, historic sites, and natural areas, including fourteen on the National Register of Historic Places. The Park Service provides publications, kits, and workshops for teachers as well as interdisciplinary, curriculum-based tours for schools.

PRT's Heritage Corridor, traversing the State from Oconee to Charleston, will offer guides to cultural and natural resources in communities along its route, which can be used to enrich the teaching of South Carolina history, economics and geography.

**SOUTH CAROLINA DOWNTOWN DEVELOPMENT
ASSOCIATION**

P.O. Box 11637
Columbia, SC 29211
803-799-9574
<http://www.midnet.sc.edu/dtrv/homepage.htm>
E-mail: community@mascd.state.sc.us

Provides many programs and services to promote downtown economic and cultural development statewide. Its "Downtown as a Classroom" program, developed in collaboration with the State Department of Education, seeks to build lasting cooperative efforts between local schools and

the downtown and to use downtown as a training tool in civics, history, economics, arts, and mathematics.

SOUTH CAROLINA GEOGRAPHIC ALLIANCE

Department of Geography
University of South Carolina
Columbia, SC 29208
888-895-2023
<http://www.cla.sc.edu/cege/scgamain/scga.html>
E-mail: kovacik@sc.edu

This group offers a large number of lesson plans for the teaching geography and a poster series on the geography of South Carolina. Among the titles in its resource center are the *South Carolina Interactive Geography* CD-ROM, the *National Geographic Society Tool Kit for Teaching Geography* (for grades 3–8 and grades 5–12), and the *Prentice Hall World Explorer*, which is comprised of more than two hundred transparencies including maps with overlays, charts, and diagrams.

SOUTH CAROLINA HUMANITIES COUNCIL

1308 Columbia Dr.
P.O. Box 5287
Columbia, SC 29250
803-691-4100
E-mail: rlakers@aol.com

Dedicated to promoting and making the humanities accessible to all South Carolinians, the Humanities Council provides students and teachers with grant opportunities, services and resources, including a video library and speakers' bureau.

**SOUTH CAROLINA INSTITUTE OF ARCHAEOLOGY AND
ANTHROPOLOGY (SCIAA)**

University of South Carolina
1321 Pendleton St.

Columbia, SC 29208

803-777-8170

Fax: 803-254-1338

<http://www.cla.sc.edu/sciaa/sciaa.html>

E-mail: nrice@sc.edu

SCIAA provides educational materials in archaeology to elementary and high school teachers and students, as well as the newsletter *Legacy*, twice a year, if requested. SCIAA coordinates South Carolina Archaeology Month during September, offering over eighty programs statewide in fifty locations, with over sixty-five organizations involved. Many archaeologists on staff are willing to come to the classroom for informal presentations on current research in South Carolina archaeology. Program themes include an overview of prehistory and history of South Carolina, early man, underwater archaeology (which includes the submarine *H. L. Hunley*), rock art, military archaeology, colonial and protohistoric archaeology, and the impact of the Contact Period on Native Americans. Among other program topics are two archaeological sites on Parris Island, South Carolina: Charlesfort, the outpost built there in 1562 by French Protestants seeking religious freedom, and Spanish colonial city of Santa Elena, which was built there in the sixteenth century and which represents the earliest European occupation of South Carolina. An educational video is available on the Paleoindian occupation of South Carolina.

The Archaeological Society of South Carolina (ASSC) is also housed at the Institute of Archaeology and Anthropology on Pendleton Street. ASSC is an association of professional and avocational archaeologists and concerned citizens, teachers, and students uniting in a cooperative effort to understand the prehistory and history of South Carolina. Programs are announced in the quarterly newsletter and include monthly meetings of seven chapters across the State. ASSC can be found on-line at <<http://www.assc.net>>.

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Audiovisual Library

1513 Gervais St.

Columbia, SC 29201

803-929-2596

Fax: 803-253-4077

<http://www.state.sc.us/sde/>

E-mail: avlib@sde.state.sc.us

The AV Library offers the following services year-round for only the cost of the materials:

- poster-sized prints and graphic organizers (23" x 31");
- laminating/mounting (up to 38" wide);
- overhead transparencies;
- cut-outs and clip art books;
- custom-designed banners and other materials;
- duplication of "copyright cleared" video cassettes; and
- duplication and sales of audio cassettes (e.g., staff development series, foreign language series, instructional series).

SOUTH CAROLINA STATE MUSEUM

P.O. Box 100107

Columbia, SC 29202-3107

803-737-4999

<http://www.museum.state.sc.us>

E-mail: educationcurator@museum.state.sc.us

Along with curriculum-based programs in art, natural history, science, and technology, the museum offers hands-on social studies thematic lessons, tours, self-guided activities, and classroom resources for grades K–12. Program topics include Native Americans, archaeology, technology, transportation, colonial life, the Antebellum Period, the Civil War, and late nineteenth-century rural and mill life.

SPARTANBURG COUNTY HISTORICAL ASSOCIATION
P.O. Box 887
Spartanburg, SC 29304
864-596-3501

The Association operates three museum properties that are open for tours: Walnut Grove Plantation, Price House, and the Regional Museum of Spartanburg County. Its school programs include living history activities, architectural and plantation studies, and exhibits on regional history. The Association also promotes historic preservation.

UNIVERSITY LIBRARIES

University of South Carolina
Columbia, SC 29208
803-777-4841

<http://www.sc.edu/library/>

These libraries include the Business Library, Thomas Cooper, and the Math and Music Libraries at the University. Access to their Web site can lead to resources related to the spectrum of disciplines included in social studies, not just in South Carolina but throughout the world.

UNIVERSITY OF SOUTH CAROLINA McKISSICK MUSEUM

Bull and Pendleton Sts.
Columbia, SC 29201
803-777-7251

<http://www.cla.sc.edu/MCKS/>

McKissick Museum, located on the historic Horseshoe on the University of South Carolina campus, was the University's main library until 1976. Now, the Museum offers exhibitions of art, folk art, science, and history. Permanent exhibits include the Baruch Silver Collection, Fluorescent Minerals and Gemstones, and the Mineral Library.

Because of the complexity of this subject matter and the diverse learning styles and interests of students, a variety of supplemental materials and activities are needed in the social studies classroom. Classrooms should offer students opportunities for observation, the manipulation of objects, exploration, and discussion. In social studies, visits to museums, local landmarks, natural history parks, and other locations offer educational experiences that will live in the memory of students for many years.

